

Anne Arundel County Public Schools

# Technology Scope and Sequence Pre-K-8

Aligned with the *Maryland Technology Literacy Standards for Students*

Office of Instructional Technology  
2009



## Maryland Technology Literacy Standards for Students

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*Technology literacy is the ability of an individual, working independently and with others, to responsibly, appropriately, and effectively use technology tools to access, manage, integrate, evaluate, create, and communicate information.*

### **Background**

One of the goals of the *No Child Left Behind* legislation is “to assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the students finishes the eight grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability” (Title II, Part D).

To accomplish this goal, the Maryland State Department of Education (MSDE) funded a grant to develop the student technology literacy standards for the state of Maryland. The consortium consists of all 24 school systems in MSDE.

The Maryland Technology Literacy Standards for Students identify what students should know and be able to do with technology. With the ever-increasing use of technology for communications and productivity, it is essential that all students have the skills to effectively use the current technology in their everyday learning, both for their success in school and for their future.

The standards serve to identify what it means for a student to be technologically literate. These standards will help all Maryland’s students by emphasizing the importance of understanding technology and how technology -

- relates to themselves and society,
- helps them learn and collaborate with others,
- can be used for communication and expression of ideas
- can be used for research, and
- can be used for problem solving and decision making.

Ensuring technology literacy for all students in Maryland will help them compete in an evolving global society.

## **The Standards**

### ***Standard 1 – Technology Systems: Develop foundations in the understanding and uses of technology systems***

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Standard 1 identified the understanding about technology that students will need to fully benefit from the use of technology. Identifying the components of a computer system and being able to use a computer would be examples of what students would have to do to meet this standard.

### ***Standard 2 – Digital Citizenship: Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to ensure safety***

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Standard 2 identified what students should understand about technology and how it relates to them personally and to society as a whole. Understanding and following copyright laws and describing how technology affects communities would be examples of what students would have to do to meet this standard.

### ***Standard 3 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration***

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Standard 3 identifies how students use technology to learn new content and demonstrate understanding. Using Technology effectively to collect, analyze, and display data would be examples of what students would have to do to meet this standard.

### ***Standard 4 – Technology for Communication and Expression: Use technology to communicate information and express ideas using various media formats***

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Standard 4 identifies how students use technology to share ideas and communicate information using a variety of formats. Creating a multimedia presentation or developing a Web page would be examples of what students would have to accomplish under this standard.

### ***Standard 5 – Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information and data***

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Standard 5 identified how students use technology in the research process. This includes all aspects of research, including searching text, recognizing authority of the information, and sifting through data to find answers to questions. Students would address this standard when searching through Web sites such as the Library of Congress, collecting data through an online survey, or using technology to take notes during the research process.

### ***Standard 6 – Technology for Problem Solving and Decision Making: Demonstrate the ability to use technology and develop strategies to solve problems and make informed decisions***

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Standard 6 identifies strategies used in problem solving and decision making that are facilitated by the use of technology. Application of problem solving and decision making strategies are present throughout the Maryland Technology Literacy Standards for Students.

Anne Arundel County Public School's **Office of Instructional Technology** recognizes that computer-related technology is not an end in itself, but rather a tool to support the learning process. In alignment with the 2007- 2012 Goals of Anne Arundel County Public Schools, technology will be integrated into instruction to improve student learning in core subject areas. Technology integration is achieved when:

- It is a seamless part of the learning process.
- The use of technology is routine and transparent.
- Technology is accessible and readily available for the task at hand.
- Technology tools support curricular goals and state standards.
- It helps students reach their learning goals.

This instructional technology program also allows for the acquisition of technology knowledge and skills critical to our students' ability to contribute and function in the 21<sup>st</sup> century.

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Upon completion of grade 8, students will be able to use computers and related technologies:

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<b>STANDARD 1: Technology Systems: Develop foundations in the understanding and uses of technology systems.</b>											
<b>A. Systems</b>	<b>Pre K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>1. Understand the uses of technology systems</b>											
a. Recognize and identify the function of the major hardware components of a computer system.											
• Log on/off network/Turning On/Shutting Down Computers	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Use Microphone	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Use/Adjust Headphones/Speakers	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Identifies and uses hardware components (mouse, monitor, printer, USB drives, CD drive, etc)	I	I	I	R	IU	IU	IU	IU	IU	IU	IU
b. Use the mouse or trackpad to perform computer functions (such as accessing an application indicating a choice or activating a hyperlink.											
• Point and click	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Click and drag	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Double click	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Scroll bar	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Right click				I	R	IU	IU	IU	IU	IU	IU
• Demonstrate use of drop down menu	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Open, use, exit program/file		I	R	IU	IU	IU	IU	IU	IU	IU	IU
c. Recognize symbols and icons used to identify common functions (such as shortcuts to open programs, printer, arrow, hyperlinks, save, folders, Internet icon)	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU
d. Identify and use functions represented by symbols and icons commonly found in applications.				I	R	IU	IU	IU	IU	IU	IU
e. Keyboarding skills: Use entire keyboard independently				I	R	R	IU	IU	IU	IU	IU
• Demonstrate appropriate posture and right/left hand placement	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Use Home Row keys independently			I	I	R	IU	IU	IU	IU	IU	IU
• Locate and use letters, numbers and special keys (Shift, Arrow keys, Spacebar, Backspace, Enter, Caps Lock)	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Demonstrate appropriate use of special keys (Alt, Delete)	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Demonstrate appropriate use of special keys (Ctrl, Tab, Esc, Windows key)			I	R	IU	IU	IU	IU	IU	IU	IU
• Demonstrate appropriate use of special keys (Home, End, Page Up, Page Down)						I	R	IU	IU	IU	IU
• Use Print Scrn key								I	R	IU	IU
• Use Scanner					I	R	IU	IU	IU	IU	IU
• Use Digital Camera		I	R	R	IU	IU	IU	IU	IU	IU	IU
• Use PDA, (Personal Digital Assistant) , I Touch when available				I	I	R	R	IU	IU	IU	IU

<b>STANDARD 1: Technology Systems: Develop foundations in the understanding and uses of technology systems.</b>	<b>Pre K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
• Insert, remove, and care for media input devices (USB drive, CD-ROM, DVD)	<b>I</b>	<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
• Identify types of files by their icons and extensions.						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
• Name and save files to various storage drives (H:\, G:\, E or F:\)		<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
• Create/name/rename folders in various locations			<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
• Identify strategies for managing everyday hardware and software problems						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
• Save files in various formats (bmp, jpg, png, gif. etc.)				<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
• Copy and transfer files and folders to various locations					<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
• Choose appropriate printer and print	<b>I</b>	<b>I</b>	<b>R</b>	<b>I</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
• Choose page set up features		<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
• Multitask by using Task Bar and/or Minimize and Maximize command			<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
• Apply utility programs to convert formats as necessary, for effective use in Web, video, audio, graphic presentation, word-processing, database, publication, and spreadsheet applications.									<b>I</b>	<b>IU</b>
• Identify strategies for managing everyday hardware and software problems						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
• Describe strategies for identifying, solving, and preventing routine hardware and software problems that occur during everyday technology use.									<b>I</b>	<b>IU</b>
• Use self-help features such as online tutorials and manuals to learn to use hardware and software.								<b>I</b>	<b>I</b>	<b>IU</b>

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STANDARD 2: <i>Digital Citizenship</i> : Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety.										
A. <i>Technology and Society</i>	Pre K	K	1	2	3	4	5	6	7	8
1. <i>Explain how technology affects the student in their daily life.</i>										
• Identify examples of technology used in their daily life (such as telephone, microwave, television, cameras, and computer)	I	I	IU	IU	IU	IU	IU	IU	IU	IU
• Identify and explain that technology is used in their daily lives to do things better or more easily (such as telephone, microwave, television, cameras, and computers)			I	R	IU	IU	IU	IU	IU	IU
• Recognize that technologies (such as computers, calculators, television, cameras, PDA’s, I Touches, CD’s and DVD) have influenced daily life present and past.			I	R	IU	IU	IU	IU	IU	IU
• Explain how technology (such as computers, calculators, television, cameras, PDA’s, CD’s and DVD’s ) influences societies.					I	R	IU	IU	IU	IU
• Explain technology’s influence on the individual and society.							I	R	R	IU
• Identify examples of how technology affects the environment (including home and school).	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Identify examples of how technology affected the environment past and present.			I	R	R	R	IU	IU	IU	IU
• Identify examples of technologies impact on the environment.							I	R	IU	IU
• Evaluate technology’s impact on the environment.									I	IU
• Participate in class or small group lessons on how technology tools are used to meet personal needs.	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Identify how technology tools have been and are used to meet people’s needs.			I	R	IU	IU	IU	IU	IU	IU
• Explain how technology tools have or can be used to meet the needs of societies.				I	R	R	R	IU	IU	IU
• Recommend ways technology can be used to meet the needs of societies.						I	R	R	IU	IU
• Evaluate the use of technology to solve a societal issue.									I	IU
• Propose a technological solution to a societal issue.									I	IU
B. <i>Legal and Ethical Uses</i>	Pre K	K	1	2	3	4	5	6	7	8
1. <i>Practice responsible and appropriate use of technology systems, software, and information.</i>										
• Understand and follow the acceptable use policy. (AACPS Student Handbook)	I	I	R	R	R	R	R	R	R	IU
• Explain the purpose of and follow the acceptable use policy.(Digital Citizenship Curriculum)					I	R	R	R	R	IU
• Work cooperatively and collaboratively with others when using technology in the classroom.	I	I	R	R	R	R	R	R	R	IU
• Recognize responsible use of technology systems and software.	I	I	R	IU	IU	IU	IU	IU	IU	IU
• Practice responsible use of technology systems and software.				I	R	R	R	R	R	IU
• Demonstrate proper care of equipment (such as following lab rules, handling equipment with care.	I	I	R	IU	IU	IU	IU	IU	IU	IU
• Use safe and correct security procedures (such as protecting password and user ID)	I	I	R	R	R	R	R	IU	IU	IU
• Recognize the potential harm of intrusive applications (such as viruses, pop-up windows, etc.)			I	R	IU	IU	IU	IU	IU	IU

<b>B. Legal and Ethical Uses, continued...</b>	<b>Pre K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>1. Practice responsible and appropriate use of technology systems, software, and information.</b>					I	R	R	R	R	IU
<ul style="list-style-type: none"> <li>Recognize the potential harm of intrusive applications (such as worms, viruses, spyware, pop-up windows, etc.) and safeguards for limiting exposure to these.</li> </ul>					I	R	R	R	R	IU
<b>2. Demonstrate and understanding of current legal standards</b>										
<ul style="list-style-type: none"> <li>Recognize social and ethical behaviors when using technology.</li> </ul>	I	R	IU	IU	IU	IU	IU	IU	IU	IU
<ul style="list-style-type: none"> <li>Explore and discuss social and ethical behaviors when using technology (such as appropriate copying and pasting, giving credit for ideas, and identifying sources).</li> </ul>			I	IU	IU	IU	IU	IU	IU	IU
<ul style="list-style-type: none"> <li>Demonstrate social and ethical behaviors when using technology (such as appropriate copying and pasting, legal downloading, intellectual property recognition, and obeying copyright laws).</li> </ul>				I	R	R	IU	IU	IU	IU
<ul style="list-style-type: none"> <li>Discuss the importance of having access to current, accurate information.</li> </ul>			I	R	R	R	IU	IU	IU	IU
<ul style="list-style-type: none"> <li>Discuss the importance of respecting the rights of others regarding their work.</li> </ul>				I	IU	IU	IU	IU	IU	IU
<ul style="list-style-type: none"> <li>Practice strategies for avoiding plagiarism.</li> </ul>				I	R	R	IU	IU	IU	IU
<ul style="list-style-type: none"> <li>Comply with copyright laws and fair use provisions when using digital content. (Digital Citizenship Curriculum)</li> </ul>							I	R	R	IU
<ul style="list-style-type: none"> <li>Use electronic resources appropriately (such as paraphrasing)</li> </ul>							I	R	R	IU
<ul style="list-style-type: none"> <li>Cite sources of text and digital information used (such as URL, author, title, date, and publisher when available).</li> </ul>				I	IU	IU	IU	IU	IU	IU
<ul style="list-style-type: none"> <li>Cite sources of text and digital information used properly (such as MLA, APA, Chicago).</li> </ul>					I	R	R	R	R	IU
<b>3. Understand current Internet Safety Guidelines</b>	<b>Pre K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<ul style="list-style-type: none"> <li>Discuss safety issues related to the Internet.</li> </ul>	I	R	R	R	IU	IU	IU	IU	IU	IU
<ul style="list-style-type: none"> <li>Use safe and correct security procedures when working online (such as not disclosing personal information and protecting passwords).</li> </ul>				I	R	R	R	R	R	IU
<ul style="list-style-type: none"> <li>Explain safety and privacy issues related to use of the Internet.</li> </ul>						I	R	R	R	IU
<ul style="list-style-type: none"> <li>Understand that the Internet is a global community with guidelines.</li> </ul>					I	IU	IU	IU	IU	IU
<ul style="list-style-type: none"> <li>Recognize safe practices when working online.</li> </ul>			I	IU	IU	IU	IU	IU	IU	IU
<ul style="list-style-type: none"> <li>Understand that the Internet offers access to multiple digital communities with differing guidelines.</li> </ul>						I	R	R	R	IU
<ul style="list-style-type: none"> <li>Use safe and correct security procedures when working online (such as not disclosing personal information and protecting passwords).</li> </ul>						I	R	R	R	IU
<ul style="list-style-type: none"> <li>Recognize and understand the purpose of technology protection measures including filtering systems.</li> </ul>			I	R	IU	IU	IU	IU	IU	IU
<ul style="list-style-type: none"> <li>Describe procedures for exiting an inappropriate site (such as clicking the home, turning off monitor, notifying an adult) Digital Citizenship Curriculum</li> </ul>						I	R	R	R	IU
<ul style="list-style-type: none"> <li>Practice privacy guidelines.</li> </ul>								I	R	
<ul style="list-style-type: none"> <li>Explain the importance of firewalls and filtering systems.</li> </ul>								I	R	IU



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<b>STANDARD 3: Technology for Learning and Collaboration- Use a Variety of technologies for learning and collaboration.</b>										
<b>A. Learning</b>	<b>Pre K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>1. Explore and use teacher selected tools, including software and hardware, to learn new content or reinforce skills.</b>										
• Explore and use teacher selected technology tools, including software and hardware, to learn new content or reinforce skills.	I	I	R	R	R	R	R	R	R	IU
• Use technology tools including software and hardware, from a range of teacher selected options to learn new content or reinforce skills.				I	R	R	R	IU	IU	IU
• Use technology tools, including software and hardware, to learn new content or reinforce skills.			I	R	IU	IU	IU	IU	IU	IU
• Explore teacher selected technology tools that enhance learning.	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Use teacher selected, technology tools that enhance learning.	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Describe ways selected technology tools are being used to support learning.			I	R	R	IU	IU	IU	IU	IU
• Explain how selected tools are being used to support learning.			I	R	R	R	R	R	IU	IU
• Explain why specific technology tools were selected to support learning.							I	R	IU	IU
• Reflect and discuss as part of a larger group on the appropriateness of the selected technology for a given task. (Also Standard 6)	I	I	R	R	IU	IU	IU	IU	IU	IU
• Reflect as an individual or as a part of a larger group on appropriateness of selected technology for a given task. (Also Standard 6)					I	R	R	IU	IU	IU
• Reflect and discuss how technology tools are used to collect information. (Also Standard 6)				I	R	IU	IU	IU	IU	IU
• Assess the use of the selected technology for individual learning for a specific task. (Standard 6)				I	R	IU	IU	IU	IU	IU
• Defend the selection of a specific technology tool to complete a learning task.									I	IU
<b>B. Encourage Collaboration</b>	<b>Pre K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>1. Explore and use technology in an instructional setting to encourage collaboration</b>										
• Participate in class or small group lessons using technology for shared writing or language experience stories.	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Participate in class lesson using technology tools exploring, collecting and displaying data. (Standard 6)	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Reflect and discuss the advantages of collaboration supported by technology tools.	I	R	R	IU	IU	IU	IU	IU	IU	IU
<b>1. Use and understand how technology encourages collaboration.</b>										
• Participate in class lessons using technology for brainstorming and shared writing.			I	IU	IU	IU	IU	IU	IU	IU
• Participate in class lesson using technology tools to collect, display and interpret data. (Standard 6)			I	R	IU	IU	IU	IU	IU	IU
• Use technology tools to exchange ideas with individuals or groups outside of the classroom.					I	R	IU	IU	IU	IU
• Participate as part of a class in online collaborative projects or information exchanges.					I	R	IU	IU	IU	IU

<b>Standard 3- Technology for learning and Collaboration...continued</b>	<b>Pre K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<i><b>Encourage Collaboration, cont'd</b></i>										
1. Select and use technology tools to encourage collaboration.										
• Use technology tools to work collaboratively within the classroom.					I	R	IU	IU	IU	IU
• Use technology tools to exchange ideas with individuals or groups outside of the classroom.					I	R	IU	IU	IU	IU
• Use technology tools to work collaboratively within the school community.							I	R	R	IU
• Articulate the advantages of collaboration supported by technology tools.	I	I	R	R	I	R	R	R	R	IU
<i><b>C. Increase Productivity</b></i>										
1. Explore and use technology to increase productivity										
• Use appropriate technology tools to support learning goals.	I	R	IU	IU	IU	IU	IU	IU	IU	IU
• Identify that a variety of forms of digital content (CD's, DVD's websites, videos) can be used to learn information about a subject.	I	R	IU	IU	IU	IU	IU	IU	IU	IU
1. Use and understand how technology increases productivity										
• Describe ways the selected technology tools are being used to support learning goals.			I	IU	IU	IU	IU	IU	IU	IU
• Describe ways the selected technology tools are being used to support learning goals and accomplish tasks.				I	IU	IU	IU	IU	IU	IU
• Use templates provided by the teacher to complete learning assignments.			I	IU	IU	IU	IU	IU	IU	IU
• Use templates provided by the teacher , or create new documents to complete assignments.				I	R	IU	IU	IU	IU	IU
• Edit work created using concept mapping, word processing or presentation software.			I	R	R	IU	IU	IU	IU	IU
• Collect, analyze, and display data and information using electronic tools (such as calculators, spreadsheets and graphing programs. (Standard 6)			I	R	IU	IU	IU	IU	IU	IU
• Analyze, and display data and information using tools, such as calculators, spreadsheets, and graphing programs. (Standard 6)				I	R	R	IU	IU	IU	IU
• Identify electronic sources of information on a topic.			I	I	IU	IU	IU	IU	IU	IU
• Use teacher identified resources to collect information using print and non-print resources as a class or in a small group.			I	IU	IU	IU	IU	IU	IU	IU
• Use various electronic information retrieval sources to obtain information on a topic.				I	IU	IU	IU	IU	IU	IU
<i><b>C. Increase Productivity</b></i>										
1. Use and explain how technology tools increase productivity										
• Explain how the selected technology tools are being used to accomplish tasks efficiently.					I	R	IU	IU	IU	IU
• Use templates or create new documents to complete learning assignments.					I	R	IU	IU	IU	IU
• Collect and analyze, and display data and information using tools, such as calculators, spreadsheets, databases and graphing programs. (also in Standard 6)					I	R	IU	IU	IU	IU
• Input and analyze information in a predefined spreadsheet or database. (Standard 6)						I	R	R	R	IU
• Use suitable electronic resources to edit final copies of texts for correctness in language usage and conventions, such as capitalization, punctuation, and spelling.					I	R	R	R	R	IU
• Use various electronic information retrieval sources to obtain information.						I	IU	IU	IU	IU

<b>Standard 3- Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration. ..cont'd</b>	<b>PR k</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b><i>C. Increase Productivity</i></b>										
<i>I.</i> Select and use technology tools to increase productivity.										
<ul style="list-style-type: none"> <li>Explain why the selected technology tools are being used to accomplish tasks efficiently. (Standard 6)</li> </ul>							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Create new documents to complete learning assignments and demonstrate new understanding.</li> </ul>							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Input and analyze information in a spreadsheet or database. (Standard 6)</li> </ul>							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Use word processing technology when appropriate.</li> </ul>							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Collect, manipulate, analyze, and display data and information using tools, such as calculators and computers.</li> </ul>							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>

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<b>STANDARD 4: Technology for Communication and Expression: Use technology to communicate information and express ideas using various media formats.</b>											
<b>A. Communication</b>	<b>Pre K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
1. Explore how technology is used for communication											
• Recognize that technology helps with communication at home.	<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Recognize that technology helps with communication at school.	<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
1. Use and explain how technology is used for communication											
• Identify technology tools that help gather information, share ideas, and respond to questions.			<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Use technology tools identified by the teacher to communicate with various audiences.			<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Present information with assistance to various audiences including school and community.			<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
1. Use technology for communication											
• Explain how communication tools help gather information, share ideas, and respond to questions when communicating with various audiences, including school, community, parents, and experts. (Standard 6)					<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Use communication tools (such as e-mail, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions. (Standard 6)							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	
• Evaluate the appropriateness of media formats for various purposes. (Standard 6)							<b>I</b>	<b>I</b>	<b>R</b>	<b>IU</b>	
2. Explore the various media formats used in daily life.											
• Recognize that various media formats are used to communicate ideas (such as CD, DVD, VHS, digital, and analog)	<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
2. Use and explain the variety of media formats											
• Identify various media formats to communicate and share ideas (such as CD, DVD, VHS, digital, and analog)			<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Use various media formats with assistance to communicate and share ideas.			<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Explain the purpose for a chosen media format.				<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Communicate with various audiences independently or with assistance using different media formats.				<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	

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<b>STANDARD 4: Technology for Communication and Expression: Use technology to communicate information and express ideas using various media formats. ..continued</b>											
<b>B. Expression</b>	<b>Pre K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
1. Explore and use technology in an instructional setting to express ideas.											
<ul style="list-style-type: none"> <li>Use multimedia tools to express original ideas with print, drawings, digital images, sounds, and/or personal recordings.</li> </ul>	<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
<ul style="list-style-type: none"> <li>Prepare writing and data for display with tools such as a visual organizer, word processing or multimedia software. (Standard 6)</li> </ul>	<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
1. Use and understand how technology can be used to express ideas.											
<ul style="list-style-type: none"> <li>Use multimedia tools to express original ideas with print, drawings, digital images, sounds, and/or personal recordings.</li> </ul>			<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
<ul style="list-style-type: none"> <li>Prepare writing and data for display with tools such as a visual organizer, word processing or multimedia software. (Standard 6)</li> </ul>			<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
<ul style="list-style-type: none"> <li>Change, edit, and revise graphs, graphics, presentations, and word processing documents. (Standard 6)</li> </ul>				<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>IU</b>	
1. Use and explain how the technology can be used to express ideas.											
<ul style="list-style-type: none"> <li>Present ideas and information in formats such as electronic presentations, web pages or graphic organizers that are appropriate to a specific audience. (Standard 6)</li> </ul>					<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
1. Select and use technology to express ideas.											
<ul style="list-style-type: none"> <li>Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience. (Standard 6)</li> </ul>							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	
<ul style="list-style-type: none"> <li>Evaluate student-created product design based on purpose, audience, and format. (Standard 6)</li> </ul>							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	

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STANDARD 5.0: Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information.										
A. Locate, Evaluate and Gather Information/Data	Pr e K	K	1	2	3	4	5	6	7	8
1. Explore and use age-appropriate information resources available through technology with assistance.										
• Select relevant information from teacher-selected technology resources (such as picture interface database and bookmarked files. (Standard 6)	I	R	R	R	IU	IU	IU	IU	IU	IU
• Understand that electronic resources can be evaluated using the same strategies as print resources (such as fact vs. fiction, author, ease of use)	I	R	R	R	IU	IU	IU	IU	IU	IU
• Explain evaluation strategies when using electronic resources (such as publication date, fact vs. fiction, author, ease of use)			I	R	IU	IU	IU	IU	IU	IU
• Collect data using technology. (Standard 6)						I	R	IU	IU	IU
1. Use and evaluate information resources available through technology independently or with assistance.										
• Select relevant information from appropriate technology resources. (Standard 6)					I	R	R	R	R	IU
• Select and read to gain information to gain information from electronic personal interest materials such as brochures, books, magazines, cookbooks, and web sites. (Standard 6)					I	R	IU	IU	IU	IU
• Select and read to gain information to gain information from electronic personal interest materials such as brochures, books, magazines, cookbooks, web sites, and other online materials. (Standard 6)									I	IU
• Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction source, credibility, ease of use)					I	R	R	R	R	IU
• Understand library catalog search strategies.					I	R	R	IU	IU	IU
• Refine library catalog search strategies.								I	R	IU
• Understand search strategies for age-appropriate Web search engines/directories.					I	R	R	IU	IU	IU
• Refine search strategies for Web search engines/directories								I	R	IU
B. Organize Information/Data	Pr eK	K	1	2	3	4	5	6	7	8
1. Use technology to organize information.										
• Describe how technology tools are used to organize and display information data/collect data. (Standard 6 )	I	R	R	R	R	R	IU	IU	IU	IU
• Participate as part of a class in organizing information using technology tools (such as graphic organizers and slide/notebook presentations. (Standard 6)			I	R	IU	IU	IU	IU	IU	IU
• Use teacher technology tools to organize information/collect data.			I	R	R	IU	IU	IU	IU	IU
• Reflect as part of a larger group on the appropriateness of the selected technology tool(s) for organizing information. (Standard 6)			I	R	IU	IU	IU	IU	IU	IU

<b>STANDARD 5.0: Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information...continued.</b>	<b>Pr eK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b><i>B. Organize Information/Data...continued</i></b>					<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
• Explain why specific tools were used to organize information.(Standard 6)							<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>
• Evaluate the effectiveness of technology tools for organizing information.(Standard 6)					<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
• Evaluate the use of selected technology for a specific task. (Standard 6)							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>
• Defend the selection of the specific technology tool to organize information. (Standard 6)									<b>I</b>	<b>IU</b>

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<b>STANDARD: 6.0 Technology for Problem Solving and Decision Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions.</b>										
<i>The components of the problem solving process are the same for all disciplines and across all grade levels. Academic rigor comes from the complexity of the problem and the technology used to solve the problem.</i>	<b>Pr e K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>A. Investigate Problems and Propose Solutions</b>										
<b>1. Understand the problem.</b>										
<ul style="list-style-type: none"> <li>With the guidance of the teacher students understand that there are different types of problems and technology can help identify the type of problem and the data needed to answer that type of problem.</li> </ul>	<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>With the guidance of the teacher students use technology to help identify the type of problem and the data needed to answer that type of problem.</li> </ul>			<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Use technology to help identify the type of problem and the data needed to answer that type of problem.</li> </ul>						<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>IU</b>
<b>2. Devise a Plan</b>										
<ul style="list-style-type: none"> <li>With the guidance of the teacher use technology to record questions.</li> </ul>	<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Participate in a class lesson to identify sources of information, including technology, to answer the questions.</li> </ul>	<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Identify which technology tools can be used to gather observations of a subject.</li> </ul>			<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Identify sources of information including technology resources to gather information.</li> </ul>				<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Describe how technology tools are used to collect information.</li> </ul>						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Identify possible technology tools to gather data.</li> </ul>							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Use technology to help formulate a research question about a problem/situation that requires further study.</li> </ul>						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Use technology to develop a plan for how to answer questions about a problem/situation that requires further study.</li> </ul>						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Identify technology resources to gather information about a problem/situation that requires further study.</li> </ul>						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>
<ul style="list-style-type: none"> <li>Select an appropriate technology tool to gather data.</li> </ul>							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>



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<b>STANDARD: 6.0 Technology for Problem Solving and Decision Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions...continued</b>											
<i>The components of the problem solving process are the same for all disciplines and across all grade levels. Academic rigor comes from the complexity of the problem and the technology used to solve the problem.</i>	<b>Pr e K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>A. Investigate Problems and Propose Solutions</b>											
<b>3. Carry Out the Plan</b>											
• Participate in a class lesson using technology to explore collecting data.	<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Select relevant information from teacher selected technology resources.	<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Describe how technology tools are used to collect data. .		<b>I</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>IU</b>	
• With the guidance of the teacher use technology to record questions.	<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Participate in a class lesson to identify sources of information, including technology, to answer the questions.	<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Identify which technology tools can be used to gather observations of a subject.			<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Identify sources of information including technology resources to gather information.				<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Describe how technology tools are used to collect information.						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Identify technology tools that help gather information.			<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Explain how electronic tools help gather information from various audiences.					<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Use electronic tools to collect data.						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Collect data and information using technology tools.						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Use communication tools identified by the teacher to help gather information.						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Apply evaluation strategies when using electronic resources.						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Make and record observations using technology.						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
<b>4. Analyze Data</b>											
• Describe how technology tools are used to organize data.	<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Participate in class lesson using technology tools to interpret data.			<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Use electronic tools to analyze data.				<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Analyze information using technology tools.						<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>IU</b>	
• Input and analyze information in a predefined spreadsheet or database.						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Input and analyze information in a spreadsheet or database.							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	
• Explain why specific technology tools were selected to organize information.							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	
• Defend the selection of the specific technology tool to organize information.									<b>I</b>	<b>IU</b>	

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<b>STANDARD: 6.0 Technology for Problem Solving and Decision Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions...continued</b>											
<i>The components of the problem solving process are the same for all disciplines and across all grade levels. Academic rigor comes from the complexity of the problem and the technology used to solve the problem.</i>	<b>Pr e K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>A. Investigate Problems and Propose Solutions</b>											
<b>5. Communicate Conclusion</b>											
• Determine how data will be displayed.	<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Participate in class lesson using technology tools to display data.	<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Recognize that various media formats are used to communicate conclusions.	<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Use electronic tools to display data.			<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Identify various media formats to communicate information.			<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Use various media formats with assistance to communicate conclusions.			<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Communicate conclusions with various audiences independently or with assistance using different media formats.				<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Display data and information using technology tools.						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Use communication tools identified by the teacher to communicate conclusions.						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Use communication tools to communicate conclusions.						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Present information and conclusions in formats that are appropriate to a specific audience.						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
<b>6. Examine the Solution</b>											
• Reflect and discuss as part of a larger group the appropriateness of the selected technology for the given task.	<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Reflect and discuss the advantages of using technology tools to gather, analyze, and communicate conclusions.	<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Articulate the advantages of using technology tools to gather, analyze, and communicate conclusions.				<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Assess the use of the selected technology for gathering data, analyzing data, and communicating conclusions.				<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Assess the use of selected technology for individual learning of the specific task.						<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	
• Defend the use of the selected technology for individual learning of the specific task.									<b>I</b>	<b>IU</b>	
• Explain the purpose of a chosen media format when communicating data.						<b>I</b>	<b>R</b>	<b>IU</b>	<b>IU</b>	<b>IU</b>	
• Evaluate the appropriateness of media formats for communicating data.							<b>I</b>	<b>R</b>	<b>R</b>	<b>IU</b>	